



RE-AIM: **School Wellness Policy – Water Stations**

This planning and evaluation guide illustrates the five dimensions of the RE-AIM framework: **R**each, **E**ffectiveness, **A**doption, **I**mplementation, and **M**aintenance that will be used for LHD's Policy, Systems and Environment change evaluation and reporting. The RE-AIM framework is useful for planning new interventions, adapting existing interventions, and designing evaluations that assess the potential public health impact of interventions.

Reach: Number of people in the target population affected. The extent to which the individuals reached are representative and include those most at risk.

Coverage:

- Number of SNAP-Ed eligible students (incomes < 185% Federal Poverty Level (FPL)) in the county*

Estimated actual reach:

- Number of students attending SNAP-Ed schools with improved water provisions/school wellness policy in period assessed (per year)*
- Number of SNAP-Ed eligible students (<185% FPL) attending SNAP-Ed schools with improved water provisions/school wellness policy in period assessed (per year) ***(WRO – MT4)**
- Demographic characteristics of participating children

Effectiveness: Measurement of environmental level changes that have been shown to improve individual's nutrition and physical activity.

- Number of SNAP-Ed schools with improved environment assessment scores using a reliable and consistent environmental assessment tool *[Report actual scores]* ***(WRO – LT9)**
- Other appropriate indicators of change/improvement, such as:
 - Units of water consumed from water stations and/or other water provisions
 - After implementation of healthy beverage nutrition education around sugar-sweetened beverages (SSBs):
 - Number (%) of student participants recalling health benefits of water
 - Number (%) of student participants recalling health effects of SSB consumption
 - Number (%) of student participants recalling messaging to drink water instead of sugary beverages **(WRO – LT9)**
 - Number (%) of students who drank more plain water during the day **(WRO – MT1)**
 - Number (%) of students who drank plain water when thirsty (or, average cups consumed daily) **(WRO – LT5)**
 - Number (%) of students who reduced their consumption of sugar-sweetened beverages (or, average cups consumed daily) **(WRO – LT5)**
 - Number (%) of students who switched from fruit-flavored drinks to 100% fruit juice (or, number or % of participants who consumed less than 8 ounces of fruit juice daily) **(WRO – LT5)**
- Number of SNAP-Ed schools that newly achieve national, state, or locally-defined standards for recognition program. *[Specify recognition program]* **(WRO – LT11)**
- Number of SNAP-Ed schools and school districts complying with
 - California Education Code (EC) Section 38086 and/or
 - The Federal Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296) requirement for making water available to children in the National School Lunch Program (NSLP)

Adoption: The number of settings and partners participating in PSE change. The appropriateness of the settings (and partners) for reaching/engaging the target population.

- Number and list of the following who are actively involved in improved water provisions/school wellness policy for school districts and schools
 - individual community members/local champions (youth, parents/caregivers, community members, staff/service providers, leadership/decision makers, local celebrities) *[Record total number involved and number from SNAP-Ed population for each]* ***(WRO - ST5)**
 - organizational task forces *[Record number and type of member organizations]* ***(WRO - ST6)**
 - other partners not included above *[Record number and type]* *
- Number of SNAP-Ed school districts and schools that improve water provisions/adopt or strengthen school wellness policies. ***(WRO – MT4)**
 - Number of SNAP-Ed schools districts or schools that change the **food environment**: improvements in access (place and time) to free water for consumption; improvements in layout or presentation of water provisions; water consumption prompts and promotion; improvements in free water taste, quality, smell, or temperature *[Indicate which changes were adopted]*
- Number of SNAP-Ed schools that integrate nutrition education into K-12 academic standards **(WRO – MT10)**

Implementation: Evidence of multi-component PSE interventions that are implemented as intended (all key components are in place and of high quality).

- Number of SNAP-Ed school districts and schools that report a multi-component initiative with one or more water provision activities aimed at promoting healthy beverage consumption and*
 - Evidence-based education (including Rethink Your Drink training materials) *[describe]*
 - Marketing (including promotion, awareness efforts, etc.) *[describe]*
 - Parent/community involvement *[describe]*
 - Staff training on continuous program and policy implementation *[describe and report number trained]*
- (WRO – LT9)

Maintenance: PSE change is maintained with a sustainability plan and institutional/community support. New barriers are prevented or mitigated.

- Number of SNAP-Ed school districts and schools where improved water provisions/school wellness policy are maintained or expanded (included is student consumption of healthy beverages)*
- Institutional or community (non-SNAP-Ed) resources invested in improved water provisions/school wellness policy change (staff, cash, in-kind support) *[calculate percent change for each]* *(WRO – I3)
- SNAP-Ed resources invested in with improved water provisions/school wellness policy change (staff, cash, in-kind support) *[calculate percent change for each]* *
- Number of participating SNAP-Ed school districts and schools with a plan for sustaining, evaluating, and improving the improved water provisions/school wellness policy changes *(WRO – I4)
- Number and types of barriers/challenges prevented or mitigated through program implementation*(WRO - I5)

*These are required, core PSE indicators that should be incorporated into final evaluation plan (if applicable to specific PSE).

WRO indicators are from the USDA Western Region SNAP-Ed Nutrition, Physical Activity, and Obesity Prevention Outcomes Evaluation Framework, April 2014

<http://snap.nal.usda.gov/snap/WesternRegionEvaluationFramework.pdf>

ST represents short-term indicators, MT represents medium-term indicators, LT represents long-term indicators, I represents impact indicators (see framework for specifics for each indicator). These indicators will be compiled at the state level and reported to USDA Western Region.